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ABSTRACT

This planning grid for teaching visual arts in grade 1 in Delaware schools outlines the following six standards for students to complete: (1) students will select and use form, media techniques, and processes to create works of art and communicate meaning; (2) students will create ways to use visual, spatial, and temporal concepts in creating works of art; (3) students will invent, select, evaluate, and use subjects, themes, symbols, problems, and ideas to create works of art; (4) students will understand the visual arts in relation to diverse cultures, themes, and places; (5) students will reflect upon, describe, analyze, interpret and evaluate works of art and design; and (6) students will understand the visual arts in relation to other disciplines. Each standard contains subsections and performance indicators. (BT)



Delaware Department of Education

Unit Planning Grids for Visual Arts - Grade 1

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SO 033 712

VISUAL ARTS UNIT PLANNING - GRADE 1

Standard 1: Students will select and use form, media, techniques, and processes to create works of art and communicate meaning

- A. Students will know that different kinds of media, techniques, and processes are used to create works of art;
- B. Students will understand that various media, techniques, and processes create different effects in works of art;
- C. Students will experiment with and use a variety of two-dimensional and three dimensional media, techniques, and processes to develop manipulative skills;
- D. Students will employ a variety of two-dimensional and three-dimensional media, techniques, and processes to communicate ideas, experiences, and stories in works of art; and
- E. Students will use media and tools in a safe and responsible manner.

| | UNIT NUMBERS | | | | | | | | | | | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------|--------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| PERFORMANCE INDICATORS | | | | | | | | | | | | | | | | |
| 1.601 identify and name simple art tools, technologies, and materials. | | | | | | | | | | | | | | | | |
| 1.602 identify and name basic art techniques and processes including, but not limited to: | | | | | | | | | | | | | | | | |
| 1. painting, | | | | | | | | | | | | | | | | |
| 2. drawing, | | | | | | | | | | | | | | | | |
| 3. sculpting/forming, | | | | | | | | | | | | | | | | |
| 4. cutting, | | | | | | | | | | | | | | | | |
| 5. gluing/fastening, and | | | | | | | | | | | | | | | | |
| 6. printing. | | | | | | | | | | | | | | | | |
| 1.603 demonstrate that various tools, technologies, and materials produce different effects. | | | | | | | | | | | | | | | | |
| 1.604 show the relationships between effects of tools, technologies, and materials and corresponding techniques and processes. | | | | | | | | | | | | | | | | |

[illegible]

VISUAL ARTS UNIT PLANNING - GRADE 1

Standard 2: Students will create ways to use visual, spatial, and temporal concepts in creating works of art.

- A. Students will recognize, name, and apply the visual components of art and design (line, color, value, shape and form, space, and texture);
- B. Students will recognize, name, and apply the organizational components of art and design (balance, unity, contrast, pattern, emphasis, movement, and rhythm);
- C. Students will understand that creating works of art involves the development of ideas across time; and
- D. Select and apply knowledge of the visual and organizational components, sensory and expressive qualities, and purposes of art and design in order to convey ideas in their own work.

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| PERFORMANCE INDICATORS | | | | | | | | | | | | | | | | |
| 1.610 identify and name primary (red, yellow, blue) and secondary (orange, green, violet) colors in natural and man-made environments and in works of art. | | | | | | | | | | | | | | | | |
| 1.611 understand that red, yellow, and blue are mixed to create the secondary and intermediate colors. | | | | | | | | | | | | | | | | |
| 1.612 recognize that secondary colors are made from mixing two primary colors. | | | | | | | | | | | | | | | | |
| 1.613 identify and use lightness and darkness of lines and colors. | | | | | | | | | | | | | | | | |
| 1.614 perceive and describe the various types (e.g., straight, curved, slanted, broken, zigzag) and qualities (e.g., thick, thin, light, dark, smooth, rough, wavy) of line. | | | | | | | | | | | | | | | | |
| 1.615 recognize that line is used to define shape. | | | | | | | | | | | | | | | | |
| 1.616 recognize and describe the rhythmic qualities of line which show direction and movement (e.g., horizontal, vertical, diagonal, up, down, looping, wavy, zigzag, jagged). | | | | | | | | | | | | | | | | |
| 1.617 recognize and distinguish ways that various art media produce different effects when used to create lines and shapes (e.g., smooth, sharp, rough, | | | | | | | | | | | | | | | | |

[illegible]

VISUAL ARTS UNIT PLANNING - GRADE 1

Standard 3: Students will invent, select, evaluate, and use subjects, themes, symbols, problems, and ideas to create works of art.

- A. Students will explore and understand possible sources of subjects and ideas for creating works of art; and
- B. Students will select and use subjects, symbols, and ideas to communicate meaning in works of art.

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| PERFORMANCE INDICATORS | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 1.632 | consider real, remembered, or imagined life experiences as possible sources for content to make representational and nonrepresentational images. | | | | | | | | | | | | | | | | |
| 1.633 | use real, remembered, or imagined life experiences as sources for content to make representational and nonrepresentational images. | | | | | | | | | | | | | | | | |

VISUAL ARTS UNIT PLANNING - GRADE 1

Standard 4: Students will understand the visual arts in relation to diverse cultures, times, and places.

- A. Students will recognize how the visual arts are used as a daily part of life;
- B. Students will recognize that the visual arts have a history;
- C. Students will understand that characteristics of works of art identify them as belonging to particular cultures, times, and places;
- D. Students will know how cultures, times, and places influence the visual arts; and
- E. Students will understand differences in purpose and distinguish between functional and nonfunctional works of art and design in various cultures, times, and places.

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| PERFORMANCE INDICATORS | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 1.634 | recognize how the visual arts are used as a part of daily life. | | | | | | | | | | | | | | | | |
| 1.635 | recognize that art, like people and things, changes over time. | | | | | | | | | | | | | | | | |
| 1.636 | recognize that the characteristics of works of art differ across cultures, times, and places. | | | | | | | | | | | | | | | | |
| 1.637 | recognize influences of the visual arts in their own communities. | | | | | | | | | | | | | | | | |
| 1.638 | identify functional and nonfunctional works of art from various cultures, times, and places. | | | | | | | | | | | | | | | | |

VISUAL ARTS UNIT PLANNING - GRADE 1

Standard 5: Students will reflect upon, describe, analyze, interpret and evaluate works of art and design.

- A. Students will understand that the visual arts are forms of communication for the expression of ideas, actions, and emotions;
- B. Students will understand an apply visual arts vocabulary when observing and describing works of art;
- C. Students will recognize and explore various purposes for creating works of art;
- D. Students will describe how individual experiences influence the creation of specific works of art; and
- E. Students will examines characteristics of works of art that evoke various responses from viewers.

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| PERFORMANCE INDICATORS | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 1.639 | understand that works of art communicate ideas and emotions. | | | | | | | | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 1.640 | recognize and use visual arts vocabulary to describe works of art. | | | | | | | | | | | | | | | | |
| 1.641 | recognize various purposes for which works of art are created. | | | | | | | | | | | | | | | | |
| 1.642 | recognize how individual experiences are used in the creation of specific works of art. | | | | | | | | | | | | | | | | |
| 1.643 | recognize that characteristic of works of art evoke different responses from viewers. | | | | | | | | | | | | | | | | |

VISUAL ARTS UNIT PLANNING - GRADE 1

Standard 6: Students will understand the visual arts in relation to other disciplines.

- A. Students will recognize similarities between characteristics of the visual arts and other arts disciplines;
- B. Students will recognize relationships between the characteristics of the visual arts and other disciplines in the curriculum; and
- C. Students will recognize and understand how the meaningful integration of visual and performing arts concepts and skills with knowledge in other disciplines provides essential tools for the work forces and improves the quality of everyday life.

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| PERFORMANCE INDICATORS | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 1.644 | identify and name the basic characteristics of each of the four art forms. | | | | | | | | | | | | | | | | |
| 1.645 | recognize the relationships between the characteristics of the visual arts and other disciplines in the curriculum. | | | | | | | | | | | | | | | | |
| 1.646 | recognize and value how the meaningful integration of visual and performing arts concepts and skills with knowledge in the other disciplines provides essential tools for the work force and improves the quality of everyday life. | | | | | | | | | | | | | | | | |



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